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Erh-chiang (2) primary school, there are 347 boys and 327 girls. The large number of girls attending school is a reflection of the rapid development of primary education in Sinkiang and the change in the status of women in that province.

We can see from available statistics that since the liberation, there has been a speedy development of primary education for minority nationalities in Hingia. During the early days of liberation, there were 8,200 Moslem primary students; at present there are 12,211, a 49-percent increase. The number of Mongolian primary students increased from 50 to 258, an increase of 400 percent. All the boys in A-lu-shan banner and the O-chi-na banner in Hingia are building new schools, and the Mongolian children in the nomadic livestock areas will shortly attend them in large numbers.

The soaring development of primary education in all the minority nationality autonomous regions in Kansu is most inspiring. For instance, in the T'ien Chu (3) Autonomous Region, there were only about 500 Tibetan school children. A year after the establishment of T'ien Chu Autonomous Region, there were 4,200 minority nationality primary students, nearly a tenfold increase.

Originally, children were seldom sent to the schools in the Tung-hsiang (4) Autonomous Region, but after a year of enlightenment, 25 schools were constructed, with 2,100 primary students attending. This development is also taking place in the Cho-ni (5), Hsia-ho (6) and Wa-p'ing (7) Autonomous Regions in northern Kansu.

The areas of Tsinghai in which there are concentrations of Tibetans had the least number of schools. After liberation, immediate attention was given to reviving and developing schools. During 1952, the Tsinghai People's Government set up five primary schools in tents and built 13 adobe schools in the nomadic livestock areas and agricultural areas of Chiao Ts'o (8) to provide space for 1,680 students. Subsequently, the number of T'u, Sa-la, and Moslem students surpassed the original estimated attendance by 11 percent.

The minority nationality children born in the Mao Tse-tung era are the happiest and most fortunate. For example, there were only 601 Moslem school children in Sian during 1949. In 1952, there were 1,976 Moslem primary grade students, a 229-percent attendance increase, which meant that nearly all school-age children were in school.

The Chinese Communist Party and the People's Government are boundlessly concerned about primary education for minority nationalities. In 1951, the Central People's Government allocated 7.92 billion yuan to the Northwest Military and Administrative Committee to supplement their funds for minority nationality education. In 1952, the Central People's Government increased the allocation to 15 billion yuan, earmarking a greater part of it for primary education.

To raise the cultural level of all nationalities and to facilitate the education of minority nationality children, the Sinkiang Provincial People's Government has translated and published 200,000 textbooks in the Uighur, Tajik, and the Mongolian languages. The Hingia Provincial People's Government imported a large number of Mongolian language textbooks from Inner Mongolia for use in Mongolian primary schools. The Department of Culture and Education of Tsinghai People's Government publishes elementary textbooks, and many poor students receive free textbooks and school materials from the government as well as free tuition. Some minority nationality students in the autonomous regions and nomadic livestock areas were paid their living expenses while attending school, and some schools provided living quarters for children who were far away from home.

- 2 -

RESTRICTED

RESTRICTED

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Since the liberation, the provinces and municipalities in Northwest China have held teachers' conferences during vacation. No less than 8,000 teachers in minority nationality schools attended these conferences, and of these more than 70 percent were primary school teachers. Some teachers have attended two or three conferences; consequently, their ideological level was raised and they did a better job of educating the minority nationality students. For the development of primary school education among the minority nationalities, all the schools in Northwest China are training and fostering large groups of minority nationality teachers. Some primary schools in the autonomous regions have set up teacher-training classes.

During the reactionary domination of the Northwest by the Kuomintang, the minority nationality children did not have the opportunity of attending school; some could not attend because of economic hardships at home. Under the slavish educational system enforced by the reactionary Kuomintang, the minority nationality children dreaded school and regarded schools as jails. To the children, avoiding school was like avoiding the army. This phenomenon was gradually eliminated after the liberation. Before liberation, our Mongolian and Tibetan brethren would not send their children to school. But after liberation, and after they understood the policies of the government, they wanted their children to study and obtain an education and culture. Now they are voluntarily establishing schools under the leadership of the People's Government.

For instance, our Mongolian brothers have started schools in the E'-la-xu-tu ch'u (9) Pa-lung-tai ch'u (10), and Pa-li-shu ch'u (11) near the Pa-K'o-shen (12) lamastery in Ho-shih Hsien (13), and in Yen-chi Hsien (14).

The Tibetans in the Hung-t'u-yai (15) area of Huang-chung Hsien (16) have established primary schools for their children. Their enthusiasm was so great that they took the money which they received from hauling wood to pay for the expenses of the school.

This proves that by living happily under the correct policy of the People's government, the desire for education among the minority nationalities deepened.

To satisfy the educational needs of all the minority nationality children in the Northwest and to expand educational facilities for an additional 25,000 primary students, the Department of Education of the Northwest Military and Administrative Committee plans to establish more primary schools and print more textbooks.

## CHARACTERS

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|--------|---------|
| 1. 楊兆駒 | 9. 哈拉木圖 |
| 2. 婁 善 | 10. 巴龍台 |
| 3. 天 祝 | 11. 八棵樹 |
| 4. 永 新 | 12. 巴克沁 |
| 5. 卓 尼 | 13. 和碩縣 |
| 6. 夏 河 | 14. 焉 耆 |
| 7. 武 坪 | 15. 紅土崖 |
| 8. 交 錯 | 16. 湟中縣 |

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- 3 -

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